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ABSTRACT

This Coordinator's Guide accompanies a module workbook, which is directed toward working guidance personnel in school settings, grades 7-14 including counselors, administrators and career specialists. The topic is the founding and improvement of Career Resource Centers and the Module focuses on a systematic process of implementing this objective. The Guide outlines a six-hour workshop to be run by a coordinator. It defines the coordinator's role in four areas: setting the tone, setting the rhythm and pace, facilitating group interaction, and evaluating. Suggestions for preparing and carrying out the workshop activities are also given, as well as specific times and suggestions for each activity section in the participants' workbook. Workshop activities include assessing needs, writing objectives, analyzing requirements, and assigning responsibility. (Author/BP)

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COORDINATOR'S GUIDE

Establishing a Career Resource Center

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National Consortium on
Competency-Based Staff Development

COORDINATOR'S GUIDE

ESTABLISHING A CAREER RESOURCE CENTER

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MODULE GOAL AND OBJECTIVES

This module is directed toward working guidance personnel in school settings, grades 7-14, including counselors, administrators, and career specialists. The topic is the founding and improvement of Career Resource Centers and the module focuses on a systematic process of implementing this objective. Participants will review the concept of a Career Resource Center, how to identify needs and determine objectives, and, learn how to establish priorities, select programs and implement plans. On completion of this module, participants will be able to:

1. Describe the five components of a Career Resource Center (CRC) and list the steps of a systematic process for the establishment and/or improvement of a CRC.

   Successful achievement of this objective requires listing of the five components with at least two activities typical of each component as given in the module text and listing five of the six steps of the systematic process flow chart in sequence.

2. Choose a student sub-population to be served by the information component of a CRC in his/her own setting, identify needs of that sub-population and write objectives responding to those needs.

   Successful achievement of this objective, given the information component, requires the defining of a sub-population in his/her own setting and the identifying of five needs. The next step is choosing three from those five needs, and the writing of one objective in response to each of the three needs. These objectives are to be judged by the Coordinator as to their content and applicability, using the review, "Specifying Performance Objectives".

3. Choose three Programs/Activities/Services (P/A/S) which implement one of three objectives from #2, analyze requirements for each of the P/A/S chosen, and assign priority for implementation.

Successful achievement of this objective requires analyzing requirements for each of the three P/A/S chosen by listing them under the headings of people, budget, space, equipment and material; and assigning priority for implementation according to the results of the RUI (Relative Unfavorable Impact) table.

4. Identify and sequence the tasks necessary to implement the first priority P/A/S and construct a chart designating who is responsible for completing the tasks.

   Successful completion of this objective requires listing the tasks thought necessary to implement the P/A/S on 3 x 5 cards, sequencing the tasks, checking for repetition and gaps, and constructing a responsibility chart.

SUGGESTED TIME SCHEDULE

	Approximate Time	
Introduction	20 minutes	
Overview of CRC	50 minutes	90 minutes
Overview of Systematic Process	20 minutes	
*Break		
Needs Assessment - Step One	40 minutes	90 minutes
Write Objectives - Step Two	50 minutes	
*Lunch		
Identify P/A/S's	40 minutes	90 minutes
Analyze Requirements and Choose P/A/S for Implementation	50 minutes	
*Break		
Identify Implementation Tasks	30 minutes	
Assign Responsibility	20 minutes	60 minutes
Review	10 minutes	

* Length of these periods would depend on Coordinator.

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ROLE OF COORDINATOR

The ultimate success of the module rests on your ability to provide leadership and support throughout the workshop. The following guidelines have been prepared to assist you.

Set The Tone

Physical - This module should be held in a Career Resource Center if at all possible. The better the Center, the better the model of what should be. However, it can be held in another setting because no actual CRC materials are involved.

Personal - Set the right mood. Participants should be relaxed, but alert, interested and motivated. Be enthusiastic and creative as you present key points to participants and project excitement and interest into activities and discussions. Make it clear that this is a very important workshop and that all activities are based on specific outcome statements.

Set The Rhythm And Pace

You have been provided a detailed agenda including suggested time modules for each activity. The composition of the group of participants will vary in terms of prior knowledge, position, responsibility, and interest. Be sensitive to the pace at which the participants work through each activity. You will have to determine when it is necessary to speed up or slow down. This will depend entirely on the group performance. However, there is not much flexibility within the schedule. You have an obligation to complete the module. Each participant will have a workbook to

take with them. You will want to draw their attention to this fact and indicate that if they do not completely finish an activity, they may do so once they return to their school setting.

Keep the flow smooth, especially when moving from one activity to another. Two breaks and one lunch session are provided.

Facilitate Group Interaction

A variety of activities have been designed for this module. Encourage discussion and interaction among the participants. Attempt to monitor participants to ensure interaction and dialogue. Seek out questions and concerns early and deal with them openly. Be sensitive to moods and needs. Provide guidance and trouble shoot, but most of all, allow the participants the freedom for growth.

Evaluation

It is your responsibility to maintain the quality of the workshop. Make sure participants are moving in the right direction. When needed, set parameters to assist them in moving toward the objectives of the module. Monitor participant responses to each activity worksheet. Remember that each activity in this module is a building block to the next activity. Note when you are the judge of successful completion of an activity.

FUNCTIONS OF COORDINATOR

Prior to the Workshop:

1. Study the module thoroughly ahead of time. Be familiar with all participants' materials and this Coordinator's Guide.
2. Make sure all needed materials are present for the workshop. This may include transparencies, overhead projector, grease pencil, chalk, blackboard, extra paper, pencils, name tags, and 3 x 5 index cards (at least 12 per participant).
3. Package the materials by activity. This will save time and will facilitate a smoothly conducted set of activities. It is suggested that the participant does not write in the Learner's Guide, but that activity sheets be furnished by the Coordinator.

At the Workshop

1. Introduce yourself to participants and them to each other (See Ice-Breaker). Briefly explain your background and the role you will play in the module.
2. Refer to the Suggested Time Schedule and do your best to stick to it.
3. Introduce the goal and objectives of the module.
4. Having the participants read the entire text before discussion can become lethal. The Coordinator reading the text instead is even worse. Lecture from the text, indicating the main points (i.e. right hand column) and give plenty of examples. Be sure to ask for their ideas and comments as you go along. Lecturing means that you have to know the material well. Circulate

among participants during the activities to answer questions and help whenever needed.

5. Conduct wrap-up sessions at the end of each section and at the end of the whole module. Your tasks here are to:
   a. Summarize what has gone on and been accomplished.
   b. Resolve any unanswered questions.
   c. Point out sources for additional study.

SPECIFIC SUGGESTIONS FOR EACH SECTION

Introduction

A. Ice-Breaker - You as Coordinator may have your favorite get-acquainted technique. If you haven't, one that works quite well is as follows.

The group numbers off so that pairs result. For example, if there are 14, have them count off in two sets of seven. Have each pair rap with each other with the purpose of introducing each other to the group. Usually five minutes is enough to assemble the information for a good introduction.

B. Module Goal and Objectives - It is important that you as Coordinator are knowledgeable of the module goal and module objectives. In fact, you are encouraged to go through the Learner's Guide completing all the exercises prior to coordinating the day's activity. Take enough time to ensure that each participant is knowledgeable of the goal and objectives. The criteria of success of the objectives are only included in this Coordinator's Guide.

C. Suggested Time Schedule - The time schedule is only tentative. If this material is being presented over a series

of sessions, such as within the framework of a continuing class, the pattern could be emphasizing one or two steps in the systematic process at a time.

D. Glossary - Be sure that in discussing these terms with the participants, that their feedback shows they are understanding them. You may want to go right into that section of the Overview that deals with some of the terms. Review Figure I with them. Emphasize that this diagram does not include all functions but a sampling of them deemed important to know if a Career Resource Center is going to run smoothly.

E. Additional Resources -

1. Refer to bibliography
2. Pfieffer and Jones. *Group Facilitator Handbook.* La Jolla: University Associates, 1970-76.
3. Bates, M. and Johnson, C.D. *Group Leadership: A Manual For Group Leaders.* Denver: Love Publishing, 1972.

Overview of a CRC

The overview is lengthy. Highlight key points. Utilize transparencies, if possible, to illustrate each component. DO NOT READ. Know your material well enough to constantly add illustrations to the points presented. If participants master the concept of a CRC early in the workshop your job as coordinator will be easier.

Overview of A Systematic Approach

Discuss the flow chart of steps in process. Emphasize that steps one and two are shortened simulations for the workshop.

Explain process of needs assessment. Explain why one component was chosen for workshop, i.e. the education, work, leisure component. Review the relationships of specific needs and objectives of specific components. Don't get bogged down in the overview. Its purpose is to serve as a frame of reference only, and the participants may have to experience the process before being able to give real meaning to the flow chart. That's why there is a review of this flow chart at the end of the module.

Step One - Needs Assessment

Choose setting of Career Resource Center to be used in workshop. Explain use of alternatives for those not presently employed in a school that has or is developing a CRC. Possibilities: (a) Visit a local CRC before workshop begins. (b) Pair up with someone who has a real setting.

Step Two - Write Objectives

Review key points of "Specifying Performance Objectives". Construct applicable examples for class. Be ready to give assistance to participants in their objective writing.

Step Three - Identify P/A/S

Discuss briefly definitions of programs, activities and services. De-emphasize categories. Emphasize importance of choosing P/A/S's that match education/work/leisure information component. Stress that the information element should be included in each P/A/S chosen.

Step Four - Analyze Requirements

Review the five categories of requirements. See that participants understand each. Emphasize difference between materials and equipment. Emphasize that this step is a necessary information input to the process of deciding which P/A/S to implement.

The RUI Table is a method of numerically weighting "apples and oranges". Emphasize that this table is only one method. There are other methods of numerically weighting decisions which rest on multiple factors. Go over the text and table carefully before the workshop. Be sure you understand the method.

Step Five - Identify Tasks

Use an example of an activity in order to illustrate task identification. Example: Ask one participant to write a series of tasks on blackboard necessary to brush teeth. Have class participate in filling in gaps. Emphasize how easy it is to omit important steps. Then categorize them according to the headings below.

By requirements- Budget: Buy toothpaste (who supplies funds)
Buy brush (who supplies funds)

Materials: Toothpaste (buy)
Running water (check supply)

Equipment: Toothbrush (buy)
Mirror (clean)
Glass or cup (Decide between paper or plastic, check availability.)

Space: Bathroom (check when available)

People: Myself (coordinate with others using bathroom

By functions- Pick up brush
Wet brush
Unscrew toothpaste
Squeeze toothpaste on brush
Brush teeth
Rinse brush
Rinse mouth
Re-screw cap on toothpaste
Store brush

Time-line:
Same as given, no overlaps

Step Six - Assign Responsibility

This step merely sets up a chart of two dimensions and assigns responsibility to the persons participants believes would be responsible.

The important element here is the development of the two dimensions.

Review of Steps

1. Flow chart steps should now be filled in by memory.

Review of Evaluation Strategies

Emphasize that the systematic process is a dynamic one subject to evaluation at each step to allow for exigencies, changes in conditions, etc.

Evaluation is a response to changes of outside factors, changes due to mis-judgement, changes due to budget freezes, etc.

Wrap-up

Leave enough time at end of workshop to answer questions and obtain closure.

Summarize workshop
Resolve questions
Refer to sources of additional study